



Queen Elizabeth's Grammar School, Ashbourne Academy

Permanent - Head of Human Sciences

QEGSMAT are looking to appoint a Head of Human Sciences at Queen Elizabeth's Grammar School, Ashbourne.

Queen Elizabeth's Grammar School is an academic and vibrant rural comprehensive school with a very successful Sixth Form; the successful candidate will lead a highly successful department with exceptional outcomes and a high number of students on level 3 courses.

QEGSMAT is looking for a dynamic leader with the enthusiasm to drive forward a highly prized curricular area. You will have a proven track record of very high quality teaching and a commitment to the education of young people. The ethos and values of Queen Elizabeth's Grammar School are important to the staff, students, and local community; the successful candidate will promote and adhere to these values. The successful candidate will be positive and demonstrate high quality leadership in and around the school. Most importantly, the successful candidate will enjoy teaching young people and be a visible leader around the school.

QEGSMAT is a growing group of academies based in Derbyshire, Derby City and Staffordshire. Established at the start of 2017, our Trust provides the best possible educational outcomes for all children and young people to develop and thrive in an environment, which supports students and the community.

At QEGSMAT we believe and promote that exceptional teachers create exceptional results; they transform lives and transform futures. They support every student to achieve their full potential and become a confident, resilient and compassionate individual who can make a positive contribution to society. We believe that exceptional teachers like you should be supported too, with all the opportunities you need to develop your career and achieve your goals to build for your future.

We are committed to providing first-rate training and development to all of our teaching staff, as well as excellent career advancement opportunities within this evolving Trust. You will find high expectations here too; we expect the kind of exemplary conduct from students that allows our teachers to do their jobs as effectively as they can.

QEGSMAT is committed to promoting equality, challenging discrimination and developing community cohesion. We welcome applications from all sections of the community. We are committed to the protection of children and vulnerable adults.

Appointment is subject to a clear DBS check to an enhanced level.

If you would like to be part of this exciting new project, please visit www.gegsmat.com where you will also find the job description and application form. Alternately, you can contact us at hr@gegsmat.com

Closing date for applications: Monday 7th May 2018

Provisional Interview date: Wednesday 16th May 2018

Actual Salary: Main/Upper Pay Range & TLR 2.3 (£6,515)

Potential Start date: 1st September 2018



JOB DESCRIPTION

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| Post Title: | Head of Human Sciences |
| Reporting to: | Leadership Team Line Manager |
| Responsible for: | Teaching staff and other relevant personnel within the curriculum area |
| Scale: | Main/Upper Pay Range & TLR 2.3 |
| Disclosure Level: | Enhanced |

PURPOSE OF THE POST:

- Be accountable for leading, managing and developing Sociology and Psychology courses at Key Stage 5, and Psychology enrichment across all Key Stages;
- Be accountable for the attainment and progress of all students and discrete groups of learners, including Eligible students, across Key Stage 5 within Sociology and Psychology;
- Monitor and support student progress within Sociology and Psychology;
- Effectively manage and deploy all staff, financial and physical resources within the curriculum area;
- Monitor, develop and enhance the teaching practice of others;
- Promote the development of students' academic, moral, social, personal and cultural education through the consistent and fair implementation of the Academy's values and expectations.
- Contribute to the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying Sociology and Psychology across Key Stage 5, in accordance with the aims of the school and the curricular policies determined by the Local Governing Body and Head of the Academy;
- Play a full part in the life of the school community, to support its distinctive ethos and to encourage and ensure staff and students follow this example.

MAIN DUTIES

Teaching Duties

- Undertake an appropriate programme of teaching in accordance with the duties of a teacher (Ref: Job Description – Teacher);
- Engage actively in continuing professional development and the appraisal process.

Pastoral Duties

- Be a Form Tutor and to carry out the duties associated with that role as outlined in the generic Teacher's Job Description, including supporting the Progress Leader in monitoring and maintaining student progress, behaviour and attendance;
- Contribute to PSHE and Character Education within the Academy's Wellbeing framework;
- Ensure behaviour and rewards are implemented in the curriculum area so that effective learning can take place;
- Support the Emergency Call Out and Duty rotas as appropriate;
- Liaise with Progress Leaders and monitor positives and negatives, lesson removal and Emergency Call Out logs within the curriculum area and identify where support is required in order to maintain behaviour standards.

Curriculum and Assessment

- Lead and be accountable for the development and delivery of the Sociology and Psychology curriculum across Key Stage 5, including the development of appropriate schemes of work, resources, and departmental guidance documents relating to teaching, learning and assessment;
- Ensure continuity of student learning and progress within the Sociology and Psychology curriculum within a linear assessment model across Key Stage 5, including the review and selection of appropriate exam boards and specifications;
- Develop and enhance appropriate assessments and criteria linked to the subject-specific knowledge, skills and understanding expected of students to facilitate their progress;
- Keep up to date with and respond to national, regional and local initiatives within the Sociology and Psychology curriculum, including changes associated with new exam specification content and assessment;
- Be responsible for the development and implementation of whole-school initiatives and strategies, including literacy and numeracy, across the Sociology and Psychology curriculum.

Staff Deployment, Development and Recruitment

- Be responsible for the day-to-day management, timetabling and deployment of staff within the designated curriculum area;
- Act as a positive role model, promote teamwork and motivate staff to ensure effective working relations;
- Be responsible for the efficient and effective deployment of support staff, cover supervisors and supply within the curriculum area, ensuring that appropriate cover is set in the during staff absence;
- Work with the members of the Leadership Team responsible for the school calendar to ensure curricular events are calendared and to arrange appropriate cover;
- Undertake Appraisal Review(s) and to act as appraiser for staff within the designated curriculum area in accordance with academy guidelines;
- Work with the Leadership Team to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs;
- Participate in the school's Initial Teacher Training programme as and when applicable.
- Participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy procedures;

Student Progress Monitoring and Reporting

- Monitor the progress made by all students and discrete groups of learners, including Eligible students, across Key Stage 5 within Sociology and Psychology using whole-school and departmental data tracking systems;
- Coordinate colleagues within the curriculum area in identifying underachieving students and the implementation of appropriate mentoring/intervention programmes as required;
- Ensure that reporting deadlines are met by all colleagues within the curriculum area, and that where students are not making expected progress they and their parents receive clear information on how they can improve;
- Review student targets/"Flight Paths" after every assessment period and in light of amendments to national performance data as appropriate;
- Liaise with colleagues within the curriculum area and the Leadership Team before making amendments to student targets/"Flight Paths";
- Liaise with the SENCO and their team in order to ensure that the specific needs of SEND students within the curriculum area are being met, and to ensure effective transition between Key Stages.

- Produce reports on external examination performance for the Leadership team and Local Governing Body compared to internal projections and national performance data e.g. A8 Estimates, RAISE Online, ALPS and other comparative data sets;
- Produce reports for the Leadership team and Local Governing Body on the progress being made by students currently on roll.

Quality Assurance

- Establish departmental expectations relating to teaching and assessment practice, marking and feedback, and homework in accordance with whole-school standards and expectations;
- Monitor the implementation of whole-school and departmental expectations and the quality of teaching, learning and assessment through lesson observations/learning walks, student interviews, surveys and parental feedback;
- Identify areas of effective practice to be shared within the curriculum area, and areas of practice that require development or urgent action;
- Complete self-evaluation reports (SEF) for the Leadership Team and Local Governing Body relating to the quality of teaching, learning and assessment, external examination performance and the progress being made by students currently on roll as appropriate;
- Produce departmental improvement and action plans (DIP/DAP) based upon departmental self-evaluation to develop and enhance the curriculum, quality of teaching, learning and assessment and/or to improve student progress as appropriate;
- Participate in and contribute to whole-school quality assurance procedures, e.g. lesson observations beyond the curriculum area, as appropriate;
- Produce reports for the Leadership team and Local Governing Body on the impact of departmental improvement and action plans (DIP/DAP) and mentoring/intervention programmes and as appropriate.

Communications and Marketing

- Ensure that all members of the curriculum area are familiar with its aims and objectives;
- Work with colleagues to formulate aims, objectives and strategic plans for all aspects of the curriculum area which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the academy;
- Ensure effective communication/consultation as appropriate with all stakeholders including students, parents, colleagues, governors;

- To represent the curriculum area's views and interests, and to provide updates relating to curriculum development, student performance and the quality of teaching, learning and assessment at leadership meetings, Governor's meetings and other relevant forums.
- To lead the development of effective curriculum links with partner schools and the community, attending where necessary liaison events in partner schools, and the effective promotion of Sociology and Psychology at Open Days/Evenings and other events;
- To contribute to the academy's marketing activities, e.g. the collection of material for press releases.

Other Head of Human Sciences duties

- Implement whole-school policies and procedures (e.g. Equal Opportunities), initiatives and aspects of the School Improvement Plan relevant to the curriculum area;
- Ensure that Health and Safety policies and practices, including Risk Assessments, throughout the curriculum area are in line with statutory requirements and are updated where necessary;
- Lead and manage the business planning function of all aspects of the curriculum area, and to ensure that the planning activities of the curriculum area reflect the needs of students within the curriculum area, including School Improvement Plan/Departmental Improvement Plan and the aims and objectives of the academy;
- Liaise with the Leadership Team and/or Exams Officer to maintain accreditation with the relevant examination and validating bodies;
- Manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the curriculum area budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.

Please note:

- Employees will be expected to comply with any reasonable request from their Line Manager to undertake work of a similar level that is not specified in this job description;
- This job description is current at the date shown (April 2018); but, in consultation, may be changed by the Executive Headteacher/Trustees to reflect or anticipate changes in the job commensurate with the scale and job title.



QEGSMAT

Head of Human Sciences

PERSON SPECIFICATION

| | Essential | Desirable | Evidence |
|-----------------------|--|--|---|
| Qualifications | <p>Honours degree or equivalent</p> <p>Teaching qualification</p> <p>Involvement in recent professional development</p> | Evidence of relevant and ongoing CPL | Certificates |
| Skills | <p>Highly competent teacher</p> <p>Familiar with a variety of teaching and learning styles</p> <p>Motivate and earn the respect of students of all abilities</p> | Leadership and Management | <p>Application form</p> <p>Interview</p> <p>Observation</p> |
| Knowledge | <p>Excellent subject and curriculum knowledge</p> <p>Ability to plan for students across the ability range</p> <p>Using formative and summative assessment to improve student outcomes</p> | Knowledge of current issues and recent developments in the curriculum area | <p>Application form</p> <p>Interview</p> <p>Observation</p> |

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| Experience | <p>Good to Outstanding Teacher of Human Sciences at KS5 with a specialism in A-Level Sociology or Psychology.</p> <p>Experience of 11-18 age range</p> <p>Experience of teaching examination classes</p> <p>Recent curriculum development in both Sociology and Psychology</p> <p>ICT Literate</p> <p>Responsibility for developing and/or leading course components</p> <p>Exam board assessment and procedure</p> <p>Experience of leadership within a department/school</p> | <p>Experience of leading a department</p> | <p>Application form Interview</p> |
| Personal Qualities | <p>Enthusiasm for the subject and the ability to enthuse students</p> <p>Have an interest in Information Technology and its applications to education</p> <p>Keen to make an extra-curricular contribution</p> <p>Ability to challenge discriminatory practice</p> | | <p>Application Interview</p> |

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| | <p>Commitment to comprehensive education</p> <p>Commitment to equal opportunities</p> <p>A concern to help each child develop their full potential</p> | | |
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Print Name _____

Signature _____

Date _____